

Rhode Island Department of Education
Office for Divers Learners

School Support System Report and Support Plan for the
Kingston Hill Academy Charter School
November 6, 2009

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- The Orientation Meeting The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the LEA and School Site Review The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either outcome or compliance outcome. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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Kingston Hill Academy Charter School
School Support System Review
November 6, 2009

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1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome	1	Kingston Hill Academy (KHA) opened in 2001 as an independent charter school in the state of Rhode Island. It focuses on "...providing children with the opportunity for an inclusive individualized and challenging education that supports students to reach their full potential." KHA currently enrolls approximately 180 children in grades K-5. Each student has learning opportunities that will support their potential. There is a high level of family engagement and community involvement. KHA is affiliated with the Groden Center, Inc.	Record Review Data Analysis Interviews		
Outcome	3	KHA provides full day kindergarten and a before and after school program for all children. The after school program is a tuition program with scholarships available.	Record Review Data Analysis		
Outcome	4	The school year at KHA is divided into trimesters. Families are provided standards-based progress reports. Students are assessed in reading using Phonological Awareness Literacy Screening (PALS), and RIGBY READS Assessment (DRA). Math is assessed through a balanced assessment. Two conferences are held with the parents with the child attending one conference. Parents report a high degree of satisfaction with the amount of teacher-parent contact.	Record Review Interviews		
Outcome	5	KHA has much involvement within the community. Community connections include: Boy Scouts, Girl Scouts, RI Environmental Council, South Kingstown Education Foundation, South Kingstown Chamber of Commerce, etc.	Interviews		
Outcome	6	Staff reports a collegial and collaborative environment. Communication is reported to be excellent within this	Interviews		

		supportive environment. Staff dedication to the students is evident. They feel supported by the director and the parents of the school.			
Outcome	7	Representatives from the Groden Center Inc. chair the advisory board and monitor the overall operation of the school. In addition, there are many committees of which both parents and staff serve which make decisions for the school. There is an active school improvement team.	Data Analysis Interviews		
Outcome	1	RIGBY READS and DRA are reading assessments used by KHA to drive instruction. KHA has a strong focus on reading including intensive interventions. KHA has a very concise behavioral objective curriculum for each of the major content areas.			
Outcome	6	There are weekly staff meetings and frequent meetings with the schools director. KHA does have some common planning time. Although due to their small size, they are able utilize the weekly meeting to discuss student needs and curriculum plans.	Interviews		
Outcome	7	Parents at KHA are an active part of the school community. Parents participate in the parent teacher organization (PTO), volunteer in the school and sit on various action teams.	Interviews		
Compliance	8	KHA is currently in the process of developing a LAC that meets RI state regulatory requirements regarding membership composition (RIGL 300.900).	Interviews	KHA anticipates being in compliance with this State regulatory requirement in January 2010. Timeline: Immediately and ongoing	

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome	1	KHA is dedicated to providing children with the opportunity for an inclusive, individualized, and challenging education that supports them to reach their full potential. Students are included in the general education setting with some pullout services such as speech and language, occupational therapy and adaptive physical education.	School strategic plan		
Outcome	2	Groden Center provides special education support through their special education director. This director provides direct consultation to the KHA director. The KHA director provides supervision to the SPED teachers who co-teach and support classroom teachers.	Interviews		
Outcome	3	The speech and language pathologist screens all kindergartners. Other students are screened as needed. She also teaches the LIPS program once /week in each kindergarten class.	Interviews		
Outcome	4	Students are admitted to KHA through a lottery system. An open house is held for perspective families. Once they are selected by the lottery, students who have IEPs have their IEPs reviewed. Information from the previous school is used to help the parents decide if KHA and its services are an appropriate placement for their child. All students are pre-tested in the areas of math and reading to determine their appropriate instructional level. (See also Section 4: Evaluation/IEP, item # 3).	Interviews Data Analysis		
Outcome		Plan information on Kingston Hill Placement Data is as follows:			

		<p>The percentage of students educated 80 to 100% of the time in general education settings is 100%. (RI District Average is 70.67%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 14.79%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 0%)</p> <p>If a district is 1 standard deviation from the RI district average the district is considered discrepant for the target. Kingston Hill is <i>not</i> discrepant in any of the above areas.</p>			
Outcome		<p>State Performance Plan/ Annual Performance Report measures the percent of children with parental consent for an <u>initial</u> evaluation, who were evaluated within 60 days as stated in the state and federal regulations. Per regulatory requirement adherence is set at 100% compliance. Kingston Hill is at 50% compliance. (RI Regulation 300.301)</p>		<p>Initial evaluations will be completed within 60 days. Schedules have been adjusted. Kingston Hill anticipates that they will be at 100% compliance for the next data review.</p> <p>Timeline: Issue addressed and resolved.</p>	

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		Record review information			
Compliance	4	There is no documentation that parents receive Local Advisory Council (LAC) information. (KC1-3) (RIGL 300.900)	Record Review Interviews	Kingston Hill will develop a written assurance that parent can sign attesting to their receipt of LAC information. Timeline: Immediately and ongoing.	
Outcome	1	The Groden Center provides consultative resources in clinical psychology and behavior management.	Interviews		

4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome	1	The Groden Center provides consultative resources in occupational therapy, physical therapy, clinical psychology and social work.	Interviews		
Outcome	2	Transition from grade to grade is facilitated by informal communication between staff.	Interviews		
Outcome	3	There are currently no students at or approaching 14 years or older. KHA will need to develop policy and procedures if the school continues to expand.	Interviews Data Analysis		